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ABSTRACT

In fiscal year 1983-84 the budget of the District of Columbia Public Schools (DCPS) included funds for a study of viable methods to increase professionalism among the teaching force. After careful and well documented research, the DCPS administration and the School Board chose to establish a teacher incentives program. In 1985 the Intern-Mentor Teacher Program was developed and implemented by teachers, parents, administrators, and community organizations. Program objectives are to identify and recruit promising, career-committed new teachers, initiate them into teaching through the supervisory assistance of mentors, and retain their services through various incentives, including attractive starting salaries, regular increases, recognition of outstanding service, and out-of-city travel to permit them to see significant innovative approaches to classroom instruction. An important part of this reform has been the creation of a consortium of colleges and universities to offer graduate degree programs to the intern teachers, the cost of which is partially underwritten by the school system. In this report, the components of the Intern-Mentor Teacher Program are detailed, the evaluation of the program's first year is summarized, and future directions of the teacher incentives program are discussed. (Author/MT)

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INCENTIVE PROGRAMS FOR TEACHERS

District of Columbia Public Schools
Washington, D.C.

SP 029 249

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ABSTRACT

For more than a decade new national concern about the state of disrepair in public education has grown, especially since the publication of "A Nation at Risk" and similar prestigious studies and surveys. Among the major findings were the quality of classroom instruction and the diminishing number of competent teachers.

Like other school systems across the country, the District of Columbia Public Schools (DCPS) has sought the kinds of reforms that seemed to meet its specific needs—one of which is the development of the highest professionalism among the teaching force. After careful and well-documented research, the School Board and DCPS administration chose to establish a teacher incentives program. An office was set up and staffed to plan and implement (with teachers, parents, administrators and community organizations) what became the Intern-Mentor Teacher Program (with other components of an incentives program to follow at later stages).

The objectives of the Program, which became operational in 1985, are to identify and recruit promising, career-committed new teachers; initiate them into the art and science of teaching through the supervisory assistance of mentors (experienced teachers); and retain their services through various incentives, including attractive starting salaries, regular increments in pay, recognition for outstanding service, and out-of-city travel to permit them to see significant innovative approaches to classroom instruction.

A most important component of this vigorous thrust toward educational reform has been the creation of a consortium of colleges and universities that have a track record of encouraging undergraduate and graduate students to take up careers in teaching and designing curriculums that prepare them for this noblest of professions. This partnership of the D.C. Public Schools and the consortium is, we believe, and indispensable part of the process of educational reform.

The evaluation thus far done of the Intern-Mentor Program leads us to believe that we have adopted a viable strategy and prototype that can be replicated in our other projected teacher incentive programs and elsewhere in the United States.

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INCENTIVE PROGRAMS FOR TEACHERS

Rationale

For the past decade there has been a widely recognized surplus of teachers as school enrollments decline. However, in recent years shortages have been building in certain teaching areas, particularly in secondary school teaching specialties. These shortages are now quite severe in mathematics and the sciences, and they extend even to areas like English (ASCUS, 1984). In 1981 more than half of the newly graduated teachers in mathematics and science were not certified or eligible for certification in the field they were hired to teach. More than one-third of newly graduated hirees in English, social studies, and other specialties were not certifiable for their teaching assignments (NCES, 1983).

The shortage of math and science teachers is a precursor of a more general shortage of qualified teachers. As the number and proportion of education degrees have plummeted over the past decade (from 21 percent of all bachelor's degrees in 1971 to under 12 percent in 1981), the number of attritions and pending retirements have increased. The most dramatic declines have occurred in math and science. In 1981, the nation's colleges produced fewer than 1,400 graduates certified to teach math or science. Of this number only about half went into teaching after graduation. In the following year, about 18,000 math and science teachers left their teaching positions. Furthermore, an estimated 80,000 math and science teachers (about 40 percent of the math/science teaching force) will retire over the next decade (NCES, 1983; NSTA, 1984).

The supply picture is only somewhat less severe for other types of teachers. By about 1988, the supply of new teachers will satisfy only some 80 percent of the demand for new teachers due to the decline in the number of teaching graduates coupled with a large wave of teacher retirements and an increasing school-aged population (NCES, 1981). These trends will affect different school districts at different points in time and with different degrees of severity, but there is no mistaking the fact that the attractiveness of teaching as a profession is on the wane.

Low salaries and low occupational prestige are major reasons for the inability of teaching to recruit new entrants. Beginning salaries for teachers nationwide are lower than those in virtually any other field requiring a bachelor's degree, even if teachers' salaries are adjusted to reflect a twelve-month equivalent. Teachers' salaries also top out much sooner and at a much lower level than salaries of other workers with a bachelor's degree. Furthermore, teachers' salaries have lost ground relative to other occupational salaries over the past ten years. Average annual teachers' salaries declined by more than 12 percent between 1971 and 1981, despite the fact that the average experience level of the teaching force was increasing over that period of time, as was the average education level (NCES, 1983).

The lack of financial incentives for choosing teaching as an occupation has contributed to changes in the composition of the incoming teaching force, and may also contribute to the attrition of qualified teachers who are leaving the profession for other kinds of employment.

While the supply of new teachers has been declining and demand is on the increase, the ability of the teaching profession to attract and retain academically able recruits has also been diminishing. There is currently a

sharp decline in the college entrance test scores for students planning to teach (Weaver, 1979, 1981; NCES, 1983). Not only do education majors score lower than other college majors on tests of academic ability, but their test scores are declining more steeply than those of the national college-bound population as a whole. The decline is largely due to a significant decrease in the number and proportion of academically able women choosing education as a career (Vance and Schlechty, 1982).

One of the most profound changes in the labor market conditions affecting teaching is the expanded set of opportunities available to minorities and women. Academically talented members of these groups, who were once barred from most professional occupations other than teaching, are now entering other fields. In 1971, for example, 36 percent of all bachelor's degrees granted to women were in the field of education. By 1982, the percentage had dropped to 17 percent (Bureau of the Census, 1983). Women's occupation choices shifted from education to business, medicine, law, and the sciences over this period of time.

As education attracts fewer and fewer of the most academically able group of students, most of the relatively small group of high-scoring students recruited to education leave the profession within a very few years (Schlechty and Vance, 1981; Vance and Schlechty, 1982). Of the high school class of 1973, 28 percent of the highest scorers on the National Teachers Examination left teaching within seven years, only one-third of the lowest scorers left during the same period of time (Schlechty and Vance, 1981).

Other studies show that teaching is less able to retain teachers than in the past, and that teacher dissatisfaction is at an all-time high. Fewer than half of all current teachers plan to stay in teaching until retirement (down from 75 percent in 1976), and 40 percent say they would not choose teaching

again, more than triple the proportion voicing dissatisfaction in 1971 (NEA, 1983). However, salaries are not the number one reason for dissatisfaction or for plans to leave teaching. Working conditions such as cooperation from administrators, teaching load and extra duties, school environment and freedom to teach, school policies, and administrative paperwork burdens all rank higher than salaries as concerns of current teachers (NEA, 1983). Given the temper of the times and a sense of urgency to take the initiative, the D.C. Public Schools put the concept of teacher incentives on the drawing boards as the first step toward improving education in the District.

BACKGROUND

The fiscal year 1983-84 budget of the District of Columbia Public Schools (DCPS) included $350,000 for a study, funded by request of the U.S. Congress, of viable methods to develop a "balanced and comprehensive system which will embrace the concepts of merit pay and exemplary teacher recognition. . . through both monetary and professional incentives."

The Superintendent's task force on merit pay for teachers, including teachers, administrators, parents, and community representatives, was appointed in November 1983. The task force met with national experts on teacher evaluation, reward, and incentive systems; reviewed the existing research on merit pay and other teacher incentive plans; and assessed the results of an independent study on teaching policies and conditions in the D.C. Public Schools.

In May 1984, the task force issued its report entitled A Study of Teacher Incentives for the District of Columbia Public Schools. Among the recommendations in the report was the proposal to establish an Intern-Mentor Program:

> **"A new plan for selecting and inducting new teachers in the D.C. Public Schools should be developed to provide more rigorous screening and more intensive support.** Because new teachers will comprise increasingly large proportions of the DCPS teaching force over the next decade, improvement of teacher quality will increasingly depend on the District's ability to recruit, select, and retain qualified new teachers. Recruitment of talented new entrants will likely require increases in teachers' salaries and development of other recruitment incentives. At the same time, however, it will be important to ensure that new entrants are knowledgeable in their subject areas and can translate that knowledge into effective classroom teaching performance. To that end, certification and/or selection practices should incorporate examinations of subject matter knowledge as a condition of hiring, and all new teachers should fulfill a one-year internship under the guidance of an expert, experienced teacher in their subject matter area."

With this mandate, a special Intern-Mentor Program Task Force, composed of key administrators in the D.C. Public Schools and other educators closely related to the system, was appointed by the Superintendent in November 1984 to make recommendations for the development of a program for intern and mentor teachers to be implemented during the 1985-86 school year.

In December 1984, the Board of Education, acting on the recommendation of its Ad Hoc Committee on the Study of Incentives, endorsed the concept of the Intern-Mentor Program and mandated that all new teachers entering the school system in 1985-86 be required to serve a year-long internship under the guidance of an experienced mentor teacher.

PROGRAM PLAN AND IMPLEMENTATION

The goal of the Intern-Mentor Program is to promote professional growth and development by utilizing exemplary teachers to provide intensive assistance and guidance to new teachers (defined as having less than one full year of satisfactory teaching experience) for the purpose of improving teaching and learning in the classroom.

To implement this plan, experienced teachers, called "mentors," are released from their classroom duties for up to two years to provide assistance

to no more than 10 new teachers, called "interns," per year. Mentors devote substantial time to each intern, usually observing him or her at least once every two weeks and consulting more frequently on matters of planning, teaching techniques, identification of teaching materials, assessment of students, and classroom management. Mentor teacher positions involve additional compensation of $2,000 per year and $200 per year for instructional materials.

All new teachers in the D.C. Public Schools participate in the Intern-Mentor Program, but it is expected that the majority of these teachers will enter the program as a direct result of the system's vigorous new recruiting effort to fill vacancies in secondary mathematics, science, and foreign languages; bilingual education; special education; and early childhood education.

Given the critical shortages in these areas, it is especially important that new teachers receive the support, advice, and direction necessary to make their first year's experience as successful and meaningful as possible. Therefore, the Intern-Mentor Program is not an extension of college training or student teaching, but rather an on-the-job practicum where the realities of the classroom can be shared with experienced peers who still have their roots there. It is the responsibility of these mentors to coach, train, and finally participate in the evaluation of the classroom performance of the intern. For a successful program not only offers professional development to new teachers but also screens out those who show little aptitude for the classroom.

To ensure the program's maximum effectiveness, every attempt is made to match as closely as possible the subject area of the mentor with that of the intern. When disciplines cannot be satisfactorily matched, mentors are

encouraged to call on subject area supervisors or department chairpersons for needed specialized services.

The internship is the first year of a two-year probationary period that the new teacher must complete before permanent tenure can be granted. During the second probationary year, the intern who has successfully completed the first year receives concentrated support from the building principal and appropriate department chairperson with periodic support from the first-year mentor. The intern who has been identified as needing continued intensive support from a mentor teacher repeats relevant components of the first-year internship.

A modified Discrepancy Model Evaluation System is utilized to determine the effectiveness of program objectives. This involves continuous and rigorous monitoring by the Incentive Programs Office through school visits, reporting requirements, and scheduled evaluation sessions with teachers and administrators associated with the program. Outside evaluations are also employed to assess program effectiveness.

An outside evaluation was conducted during the first year of implementation; the findings from that study are presented elsewhere in this paper.

Recruitment

The Intern-Mentor Program is taking several steps to develop a more effective and efficient system for the recruitment of new teachers:

- Establish a comprehensive system for projecting vacancies earlier in the school year and for keeping track of applicant files;
- Publicize vacancies widely and send recruiting teams to major teacher education institutions each spring to solicit applicants;
- Clarify and simplify the application process in order to avoid discouraging promising candidates;

- Review recruitment process data to determine if the residency requirement presents an obstacle to attracting new teachers to the system and, if necessary, make appropriate policy recommendations; and

- Review salary and benefit provisions from comparable districts and give appropriate advice on their impact on the recruitment process.

Certification

The following steps are being taken to improve certification procedures and practices:

- Publish and disseminate a brochure which describes DCPS teacher certification procedures; and

- Revise certification and employment procedures and processes to enable intern candidates to be brought into the system in a timely manner.

Subject Matter Testing

An integral part of the Intern-Mentor Program is the requirement that interns take a subject matter test in their teaching field. The first two classes comprise the pilot groups for test development. In 1988, the Board of Education will decide how these tests will be used.

All of the tests are criterion-referenced and competency-based. This means that they measure content knowledge and skills as defined by specific learning objectives. The criterion-referenced tests serve as an entry level measure of the teacher's mastery of the curriculum and content of the course of study pursued in obtaining a teaching degree.

The development of the testing program began with the identification of content areas for each subject matter test. The initial phase of test development and validation took two years. Based on anticipated hiring needs, tests were developed during the first year in the five priority areas of secondary mathematics, science, and foreign languages; K-12 English as a second

language (ESL); and K-12 special education. Additional tests to be developed during the first year to establish a comprehensive testing program include: secondary English and social studies; early childhood education; and elementary education. During the second year tests will be developed in K-12 bilingual education; secondary art, music, and health, physical education, athletics and safety; and other selected areas of teaching.

Selection and Hiring

Current selection practices yield only a modest amount of information about the competence of prospective candidates, derived mainly from the review of paper qualifications and, sometimes, from impressions gained during interviews. The Intern-Mentor Program seeks to make this process more rigorous, and therefore more informative and helpful to the system, in a number of ways:

- Develop specific selection criteria for the induction of interns;
- Design a testing program in subject areas for the selection of interns;
- Recommend policy to the Board of Education to include testing as an employment requirement;
- Require that all new teachers successfully complete a subject matter (criterion referenced) test in their teaching field (for the first two years this test will be subject to a validation process);
- Carefully review a candidate's educational and employment credentials with a view to their quality and relevance and not merely the statistical satisfaction of basic requirements; and
- Interview each candidate with provision for requiring a writing sample and, in selected cases, a demonstration of teaching competence.

Practicum Experience

The intern's first year of teaching serves as a practicum experience during which he or she is assisted by a mentor teacher in reaching performance goals and delivering effective instructional programs for maximum

student achievement. Beginning with orientation for new teachers before the opening of school, interns are provided with professional development activities throughout the school year aimed at addressing problems generally faced by teachers at the beginning of their careers.

Key practicum components include conferencing, goal-setting, multiple observations, continuous evaluations, and professional development. The success of the internship experience depends upon the collaborative efforts of the building principal and mentor. Each intern is assigned to a local school and given a regular caseload. The principal provides orientation about school policies and procedures, and the mentor assists the intern in planning, selection of appropriate materials, teaching strategies, and classroom management.

To ensure skill development and program effectiveness, interns participate in professional development oriented around subjects of need and interest. During the school year 1986-87 an intern consortium graduate program was established. A description of the program is included in this paper.

Evaluation

The intern is evaluated by both the mentor teacher and building principal. Their recommendations are forwarded to the appropriate review officers for decisions on the renewal of the intern's contract for a second year.

MENTORS

Qualifications

To be eligible to become a mentor teacher, a candidate must meet the following minimum requirements:

- Have permanent tenure in the District of Columbia Public Schools;
- Hold permanent certification in the subject or teaching area in which application is being made;

- Have a minimum of five years of successful teaching experience; and
- Have at least two outstanding ratings within the last five years.

Selection and Assignment

A cadre of mentor teachers representing the major subject areas in which vacancies will occur in the next school year is selected and assigned to work intensively with new teachers in their respective fields. Initially, given the relatively small number of prospective new teachers and mentors, selection is to be centrally managed.

Selection of mentor teachers is conducted by a committee composed of administrators and teachers using a range of criteria such as: evidence of outstanding teaching ability, as demonstrated in prior evaluations; recommendations from supervisors and peers; subject matter expertise; commitment to teaching, as evidenced by continuing education and willingness to assume challenging assignments; and ability to work well with other staff.

Selection is from among those who apply for the positions with consideration given to ensuring that all major teaching areas are represented in approximately the proportions needed to match the teaching areas of the interns. Appointment to mentor teaching positions is for two years. Upon completion of a term as mentor, the teacher returns to his or her original assignment. Mentors are not allowed to apply for administrative positions during their two-year term.

Roles and Responsibilities

The mentor teacher is responsible for assessing the intern's needs, identifying the problem areas, developing appropriate strategies to meet those needs, and consulting frequently with the intern as well as, when appropriate, with the school principal to increase the intern's ability to perform effectively as a classroom teacher. In carrying out these responsibilities the mentor will:

- Provide classroom assistance to the intern in the delivery of his/her instructional program;
- Assist the intern in planning, preparing, and conducting classroom instruction;
- Assist the intern in acquiring materials and other resources;
- Participate in the supervision of the intern;
- Encourage the professional development of the intern; and
- Participate in the evaluation of the intern.

Professional Development

Professional development began with a professional development institute for mentor teachers in the summers of 1985 and 1986. The institute addresses the importance of the mentor's role in instructional supervision, support, and evaluation of the intern. Additional duties and responsibilities of the mentor are also presented.

Mentor teachers continue professional development during the school year with formal and informal meetings and visits. Workshops and seminars are held to provide mentor teachers with skills and competencies in classroom management, discipline, instructional support, curriculum planning, and improvement of student performance.

Evaluation

Mentors do not receive a rating in the same way as other teachers; a new evaluation system is being "piloted." The purpose of the evaluation system for mentor teachers is to provide insights which will help improve "mentoring" activities, rather than to provide a standardized rating of performance. Thus, the evaluation process will address features of the Intern-Mentor Program as well as aspects of individual mentor performance. Mentors are evaluated by the interns and principals who receive their services.

EVALUATION REPORT OF THE INTERN-MENTOR PROGRAM

THE FIRST YEAR

EXECUTIVE SUMMARY

Purpose of the Evaluation

The goal of this study was to monitor the implementation of the Intern-Mentor Program during its first year of operation. The study was designed to examine how the program was operated; the frequency and nature of the contacts between interns and their mentors; the processes used by the mentors to evaluate the instructional skills of the interns; and the collaborative roles played by principals in implementing the program. In addition, the study examined the recruitment, certification, and orientation experiences of the interns. The study findings with regard to recruitment, certification and orientation are not summarized here; there is available a full report for discussion of these findings and recommendations for action.

Methodology

This study was conducted during the period of January 1 to June 30, 1986. The major data collection strategies used in the study included: group and individual interviews with all mentors, group and individual interviews with a sample of the 90 interns, interviews with 19 principals of schools housing interns, a survey of all interns participating in the program, periodic reviews of the biweekly logs kept by mentor teachers, and interviews with two of the four regional assistant superintendents.

Major Findings

The Intern-Mentor Program is an effective method of inducting beginning teachers into the school system. The program offers a great deal of promise as a mechanism for assisting the novice teacher to adjust to the demands of teaching and as a means for improving the teaching performance of the

inexperienced, beginning teacher. The following study findings have been extracted from the full evaluation report and are summarized here:

- From the perspectives of the mentors and building principals, the interns' student teaching and academic coursework have not adequately prepared them to conduct self-directed analyses of their teaching. While individual variation exists, most of the interns have needed extensive assistance in assessing their own teaching skills. To some extent, the clinical supervision model employed by the mentors addresses this need.

- The interns showed evidence of inadequately developed classroom management and organizational skills. They also needed substantial assistance with curriculum and lesson planning. Many of the interns expressed feelings of being overwhelmed by the requirements for such planning. Discussions with the mentors also revealed that considerable variation existed among the interns in their levels of subject-matter or content expertise.

- The mentors are the key to the entire program. This year's cadre of mentors represented a broad range of teaching experience and subject matter expertise. Most had more than ten year of teaching experience in DCPS; with one exception, all had master's degrees; and eight of the ten mentors had significant cross-grade or cross-subject matter teaching experience. The interns and the building principals described the mentors as extremely effective in providing the coaching and supervision needed by the novice teacher. One of the regional superintendents described the pool of mentors as "the best and the brightest" teachers in the school system.

- Several days of preservice training were offered to the mentors, focusing mainly on methods and techniques for evaluating and supervising instruction. Additional inservice training activities were offered by the Incentive Programs Office. However, most of the mentors expressed a desire for more such training.

- Mentors typically met with their interns once every two weeks for about four hours each visit. During these visits, mentors observed the intern teaching, frequently conducted demonstration lessons, or helped the intern with planning and instructional materials development. The interns described these activities as very effective in assisting them to improve their teaching skills.

- In most cases, the observation sessions were followed by critique discussions initiated by the mentors. These discussions between the intern and the mentor are the heart of the entire process. It is during these discussions that the mentors offer their observations of the interns' strengths and weaknesses and, in the process, transmit their years of experience and their expertise through ideas and suggestions for improvement. At a minimum, 150 hours were spent in discussions by those pairs of interns and mentors involved in the program for the full school year. These critique sessions appear to lead to significant growth in the interns' professional teaching skills.

- Other topics covered in these discussions included:

  * classroom management techniques,
  * grouping students for instruction,
  * student evaluation and assessment of special needs students,
  * communication skills and language use,
  * content and subject matter, including curriculum, and
  * time management.

- The interviews and survey responses obtained from the interns clearly suggest that the interns consider the program to be a significant and rewarding learning experience. For example, over 95 percent of the interns agreed with the statement that "As a result of the Intern-Mentor Program I now feel more confident in my teaching skills."
- Interns frequently expressed feelings of being threatened by the mentoring process, and particularly by the evaluative role played by the mentor. However, as the school year progressed there were fewer expressions of anxiety about the process. Much of this reduction in anxiety can be attributed to the skills of the mentors in developing collaborative, trusting relationships with their interns.

- Principals and the two regional superintendents interviewed are equally enthusiastic about the quality of the program. Most of the principals would like to see the program expanded to include all new teachers.

- There were some initial problems with the interface of the principal and the mentor in the formal teacher evaluation process. Principals expressed some concern about the suspension of the Teacher Appraisal Process (TAP) for the interns and some confusion about how the interns were to be evaluated. This problem appeared to be resolved by the end of the school year.

- During this first year there were few examples of collaboration between the mentors and the building principals. For the most part, principals allowed the mentors to work in the building with the interns but were not involved in the process. However, there were several instances in which the principal and the mentor jointly observed in an intern's classroom and then conducted an evaluative discussion with the intern. Toward the end of the school year, more of the principals had met with mentors to discuss the status and progress of the interns.

Recommendations Based on the Evaluation

- While enthusiastic and supportive of the program, the principals have not been extensively involved with it. It is recommended that measures be taken to cultivate collaboration between the principals and mentors in supervising and evaluating the interns.

- It is recommended that regional office resource personnel be more involved in the program, particularly the subject matter supervisors

and coordinators who can provide the interns with curriculum expertise. How the supervisors are to interface with the mentors needs to be carefully worked out, to ensure the integration of their work with the interns and to prevent the interns from becoming overwhelmed by too much assistance. One possibility might be to use the regional office staff to provide more assistance to the interns during their second internship year.

- Ten interns to supervise may be too many for a mentor. By the end of the school year, those mentors with ten interns showed signs of burnout. While it will increase the cost of the program, it is recommended that eight interns be assigned per mentor to allow the mentors more time to work intensively with some interns needing more attention. It would also allow them more time to meet with building principals and regional office staff.

- It is recommended that mentors be provided with more inservice training to prepare them for their roles. This training should focus on the clinical supervision model and on techniques for evaluating instruction. In addition, mentors need to set aside more time to meet as a group to discuss their caseloads with one another and to share strategies and ideas.

- Mentors need office support and better access to materials and teaching resources. During the first year of the program, the mentors spent considerable time trying to locate or make instructional materials for their interns. It is recommended that there be better coordination of the program with the regional offices to reduce the amount of time they spend in this effort.

- It is recommended that the activities of the mentors in providing assistance to the second year interns need to be monitored during the 1986-87 school year. Some second year interns may need significant assistance, placing a heavy burden on the mentors with a caseload of ten interns.

- Finally, it is recommended that interns be provided with specific pre- and inservice programs to orient them to DCPS and to introduce them to the curriculum and resources of the school system. This evaluation has found that the interns received little or no orientation outside of that provided to them by the mentors and, in some cases, building principals.

INTERN CONSORTIUM GRADUATE PROGRAM

An integral component of the Intern-Mentor Program is the provision of opportunities for professional development of the intern teachers. In addition to the inservice programs already offered to interns by the school system, the

Consortium of Universities in the Washington area has joined with the District of Columbia Public Schools in offering graduate degree programs to the intern teachers, the cost of which is partially underwritten by the school system. The participating institutions include The American University, The Catholic University of America, The George Washington University, Georgetown University (to be included at a later date), Howard University, Trinity College, and the University of the District of Columbia.

Graduate Degree Program Description

The graduate degree programs currently offered to the intern teachers through the University Consortium include programs in elementary and special education, early childhood education, ESL/bilingual education, reading, and secondary subject matter areas (mathematics, science, foreign languages, social studies and English). Each of the universities in the Consortium houses one or more of these graduate programs. Intern teachers may receive 12 credit hours of full tuition assistance toward a master's degree. The remaining credit hour requirements for the degree must be completed by the student at his or her own expense, but each of the universities participating in the program is offering significantly reduced tuition rates to the intern teachers.

Interns may participate in the first 12 hours of coursework in a program at any of the Consortium universities without obtaining formal admission status. However, they must meet the usual requirements for admission to the graduate degree programs at the university if they wish to apply those 12 credit hours toward a master's degree. These requirements differ slightly at each institution, but usually involve acceptable undergraduate grade point averages and scores on graduate admission tests. In addition, interns may transfer their first 12 hours of credit from one university in the Consortium to another.

The 12-hour, four-course sequence begins with a two semester long, six credit hour internship seminar, to be offered during the fall and spring semesters at each of the universities. While the course title and number will differ at each institution, the concept and focus of the seminar will remain constant. Using the results of a needs assessment, conducted by DCPS, the seminar topics will provide the intern teacher with frequent opportunities to:

1. Examine and analyze the teaching strategies and techniques they employ;
2. Develop skills in instructional planning and curriculum development;
3. Reexamine important research on teaching, learning, and child/adolescent development and to use this research in their classrooms;
4. Develop skills in classroom management and organization;
5. develop skills in the assessment of student needs and how to integrate assessment information with instruction; and
6. Examine the cultural and social factors that influence learning and achievement in school.

The seminars will be taught on-site in the District of Columbia's public school buildings and in other educational settings. Faculty for the seminar will be drawn from the staff at each university and from among the mentor teachers assigned to the Intern-Mentor Program. Mentor teachers assisting with the intern seminars will be given adjunct faculty/clinical associate status at the universities. This is done to encourage the close cooperation and collaboration between the school system and the teacher training universities participating in the program.

For the most part, the instructional methods employed in the seminar will reflect a clinical approach to the examination of one's teaching, with a heavy emphasis on critique and self analysis. In addition to the "teaching lab" approach, instructional methods will also include dydactic presentations and

discussions, student lab assignments, and frequent discussions of the important research findings associated with teaching and learning and their applications to the classroom. The remaining six credit hours or two courses will be selected from among the courses required in the discipline of the intern for the degree program(s) offered under this Consortium's arrangement.

Individual University or College Program Offerings

1. American University has programs in Elementary and Early Childhood Education.

2. Catholic University offers programs in Secondary Mathematics and Early Childhood Education.

3. George Washington University provides programs in Elementary and Special Education, English As a Second Language (elementary and secondary) and Secondary Foreign Language.

4. Howard University offers programs in Early Childhood Education and Secondary Curriculum and Teaching in Science, English and Social Studies.

5. The University of the District of Columbia has a program in Early Childhood Education.

Evaluation: Intern Consortium Graduate Program

The University Consortium Program, established in October of this school year offering coursework and other professional development experiences to intern, is currently being evaluated. The evaluation study will examine the nature and types of courses offered to the interns and the extent to which these offerings match up with the needs of the new teachers. The universities participating in the program will be asked to provide detailed descriptions of the objectives of their coursework and the instructional activities that have been implemented during the 1986-87 school year to meet those objectives. These materials will be reviewed by the project staff with assistance from the Incentive Programs staff.

In addition, the mentor teachers will be interviewed to obtain their perceptions of the match of programs with intern needs. A post-program survey will be administered to all interns participating in the University Consortium Program to assess their perceptions of the coursework offered. A report will be issued on the findings of this formative evaluation, accompanied by recommendations for changes in course objectives and delivery methods. Representatives of the University Consortium will be asked to participate in the design and analysis of this evaluation.

FUTURE DIRECTION

Teacher Incentive Programs in three years have spread like wildfire, either as pilot programs or full-scale programs. Twenty-nine states are now implementing large-scale statewide teacher incentive programs, providing state funding for locally developed plans, pilot-testing models or having state board of education or legislative mandates to allow development of performance incentives. In many states, the structures to allow these changes are already in place or are being developed through career ladder programs. Performance of teachers is usually the key factor in determining who will receive incentives or move up the career ladder. This is somewhat a different approach than proposals that call for credentials and degrees as necessary to determine "master teachers" (Career Ladder Clearinghouse, 1986).

The District of Columbia Public Schools as a next step has initiated a study to expand the research to include an examination of promising incentive programs operating in other school systems. Through a literature review and contacts with program managers in other school systems, we hope to develop a set of options for the Superintendent and the Board that would include alternative incentive programs, the policy implications of each alternative, and the

projected costs of implementation. This portion of the research will build upon the work already completed for the school system by the Rand Corporation (Darling-Hammond, 1984), but would primarily focus on actual implementation strategies.

Special focus will be given to examining structural incentives, such as differentiated staffing roles and career ladder systems, as possible options to attract and retain teachers and as a mechanism to "professionalize" teaching in DCPS. In addition to a review of the literature and an examination of existing career ladder and differentiated staffing programs in other school districts, we will convene a panel of experts to help us explore the policy implications and implementation strategies associated with differentiated staffing. The panel, which will be made up of educators and researchers known for their work in this area, will evaluate the potential benefits and costs of such a program in DCPS and make specific recommendations regarding how such a program might be implemented in the school system.